

75 Kids

Youth <sup>Photo.</sup> <sub>on</sub> Project

8 weeks

Northern High School

Sidney Fields

LA.  
Wash.

→ NBC network show

## Part I

### "Seeds of Discontent"

26  
A radio series of <sup>two</sup> one-half hour programs, originally broadcast on WDET-FM  
on eighty-five educational radio stations through the  
National Educational Radio network.

(conceived + executed by) or

Produced by David Lewis

Commentaries and analysis by Hartford Smith, Jr.

Part A: Synopsis of Seeds of Discontent

Part B: Correspondence received on <sup>the</sup> program, its reception,  
uses, and value

Part C: Articles pertaining to <sup>the</sup> program and <sup>a</sup> transcript of <sup>the</sup>  
last installment.

Part D: Summary



Part one of this presentation documents the success of this

approach in the medium of radio, while at the same time presenting

*the subjects +*

some of the social areas and problems investigated. ~~It~~ Enclosed is a

tape compiled from programs one <sup>6</sup> and <sup>+81</sup> seven which demonstrates the

*general approach and*

kinds of documents ~~selected~~ collected.

Part ~~IV~~ of this presentation gives the history and organization

of Seeds of Discontent, with bibliographic ~~information~~ information on the

individuals involved.

Part

Part ~~III~~ of this presentation sets forward the immediate

proposal, its intentions and anticipated costs.

PartIV discusses the future intentions of Seeds of Discontent and  
how the ~~pmmediate~~ immediate proposal fits into that future.

*Part V summarizes the proposals*

Overhead  
 rental of office @ \$85.00 a month  
 utilities

\$ 85.00  
 2,320.-  


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 2,405.00

Four Week Budget Total

360.00  
 500.00  
 120.00  
 60.00  
 80.00  
 600.00  
 400.00  
 85.00  
 \$ 2,405.00  
 + 20% .20  
 481.00  
 2,405  
 481  


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 2,886.

Total Cost Per 1/2 hour Program

17,160.00  
 2,886.00  
 \$ 20,046.00

17,160.00  
 2,005.00  


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 19,165.00

1.920  
 .85  


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 20.05



# Continuation Budget Outline

## Per 1/2 hour installment

Production Costs as Outlined \$17,160.00  
<sup>Production Period # weeks max</sup>  
 (1) Research Co-ordinator full time @ \$140.00 \$560.00  
 (2) Secretary full time @ \$25.00 \$500.00

Supplies  
 Paper, duplicating materials,  
 general office supplies \$120.00  
 @ 30.00 per week ~~\$30.00~~

Postage Correspondence @ 16.00 per week \$160.00  
 mailing to laboratory  
 mailing of finished films inc. insurance

Phone: local calls \$80.00  
 long distance calls to labs ~~\$60.00~~  
 equipment agencies etc.  
 @ 20.00

Transportation ~~budget~~ local \$600.00  
 for rental of transportation for production crew &  
 transportation reimbursement <sup>travel</sup> of staff ~~200.00~~  
 @ \$150. week gfp

Printing  
 Descriptive materials on programs  
 Publication of periodical &  
 final evaluation of series 400.00  
 @ \$100.00 week



Budget Breakdown: Pilot half-hour program

Raw Materials and Processing  
(Camera film stock, processing, special  
effects, titles, other lab charges)  
including 30% contingency \$5,460.00

Depreciation of Equipment and Rentals  
(including 30% contingency) 4,680.00

Talent

Producer, 4 weeks @ \$200.00	\$800.00
Director, 3 weeks @ 200.00	600.00
Cameraman, 2 weeks @ 250.00	500.00
Sound Recordist, 2 weeks @ 200.00	400.00
Editor, 4 weeks @ 200.00	800.00
Writer-Narrator, 5 weeks @ 200.00	<u>10,00.00</u>

sub total 4,100.00

20% contingency for over-time,  
emergencies 820.00

Total 4,920.00

Sound Materials  
Transfers, track mixing, and  
related costs  
including 30% contingency 1,170.00

Incidental Expenses, Transportation  
@ \$200.00 per week for 5 weeks 1,000.00

Total \$17,160.00

Directional: ~~when~~ when possible, succinct expressions  
of reality, as found in songs, <sup>Poetry</sup> ~~or~~ or stories, will  
be incorporated in the Program. ~~And~~ <sup>often</sup> this  
✓ will <sup>be</sup> in the form of songs sung by contemporary  
"Blacks Troubadours", such as Ish Lee Hoker, who  
give expression to current ideas + feelings.  
(See enclosed <sup>reading</sup> ~~for~~ for examples)



## Production Details

The motion picture production will be ~~under~~<sup>under</sup> the auspices of Mr. Bud Spangler, Producer-Director, Wayne State University Television and Mr. Robin Eichele, free-lance cinematographer and director, ~~and~~<sup>Producer-</sup> ~~President of Robin Productions, Inc. a motion picture and still photography production company.~~ Executive producers and writers will be Mr. David Lewis and Mr. Hartford Smith Jr., originators of the radio series.

*The film will be produced in*  
= Technical: 16mm, color, synchronous ~~sound track (double system)~~  
*+ wild sound, and the finished film will run*  
thirty minutes.

Directional: Essentially the same approach as the radio show will be used for the soundtrack, with the interviewer unseen and only rarely heard, but with voice over and narration to point out and interpret important highlights of the presentation. Visually, various techniques of contrast and juxtaposition will be employed to create the visual counterpart of the sound track. *(insert troubadours etc here)*

## Cost

The first one-half hour program can be produced ~~(through two release~~

~~prints), for \$20,000.~~

~~(If a sponsor requests it, a complete budget breakdown is available.)~~



The Title for the first 1/2 hour installment is  
Subject: "The American Negro: The Historical Perspective"  
The program will create  
~~the~~ Perspective on riots rebellion, and, the  
disenfranchisement of Negro citizens through  
the eyes of older Negro citizens who have  
lived in Detroit since the turn of the  
century.

It will stress the  
~~the~~ continuity of this experience & history  
in the young as they relate to the  
living history experienced through their  
elders.

The regarding enclosed demonstrates  
the documents already collected for  
this specific production.



## The Proposal

Seeds of Discontent proposes that the approach and techniques it has developed in the radio series now be employed in the medium of motion pictures. As the first step to this end, it is deemed necessary that the first one-half hour installment be produced in order that ~~private~~ sponsorship might be attracted to the project, either in the traditional sponsor-program relationship, or in a relationship <sup>involving</sup> ~~with~~ a public agency responsible for disbursing public and/or private funds as intermediary. ~~This would be the first step in a series of similar projects~~

It is felt ~~that~~ subsequent to this initial installment adequate sponsorship could be found to ensure ~~the series~~ at least the beginning of a series that would be ~~available~~ destined for television (dommercial and/or educational), use by civic clubs and organizations (through ~~the~~ public library <sup>or</sup> some other public agency), and use in the classrooms of Detroit schools and universities.



Bud Spangler - Producer-Director, Television  
W.S.U. Center for Instructional Technology

After receiving his B.A. + Master's Degrees from Michigan State U., Mr. Spangler spent two years in educational radio in Michigan, and then two years in educational TV in Jacksonville & Orlando, Florida.

Mr. Spangler is a professional musician who plays regularly in the Detroit area with various jazz groups. As a result, he has wide contacts with the community of both Negro + white musicians. He is currently programming + presenting 5 one half hours of serious jazz a week over WDET-FM.

Dave Lewis:

Mr. Lewis, a graduate student in Mass Communications at W.S.U. has a varied background that includes productions ranging from concerts by the country's leading folk performers (e.g. Odetta, etc.) through his current production with Mr. Smith, "Seeds of Discontent."

Mr. Lewis is a native Detroit who has lived + worked here

2. 12. 11

Seeds of Discontent, Inc.

Hartford Smith, Jr., Chairman *President*  
David Lewis, Vice-Chairman *President*

Lambro Niforos, Research Co-ordinator

David Lewis, Technical Director in Charge of  
Radio Production

Robin Eichele, Technical Director in Charge of  
Motion Picture Production

Bud Spangler, Technical Director in Charge of  
Television Production



# Bibliographic Information

Hartford Smith  
18098 Roselawn  
Det. 48221

Administrative Head of the State Dept.  
of Social Services Screening and  
Intake Unit which handles <sup>the youth rehabilitation</sup> programs  
for all delinquent boys and girls  
committed to the state from Wayne County.

Assistant Professor of Social Work, Community  
Organization Sequence, in the School of  
Social Work.

Robin Eichele  
29 Collingwood  
Detroit 48202

Born Alabama. migrated to Detroit  
1966. went to school here +  
now lives here.

~~Educa~~

Grew up in Pa. Pa. came to Detroit  
in 1960 attended <sup>concentrating his studies in English, Humanistic studies, + film production</sup> Montclair college.  
Worked five years in FM radio (WOTM)  
in Detroit programming <sup>Golden Ward</sup>  
Programs of Poetry + Prose. He also wrote  
book reviews, film reviews + interviewed  
many visiting writers, poets + film directors  
+ actors.

During 1966-67 Mr. Eichele was in England  
attending school during which time he  
wrote + directed a documentary on  
Partially Hairy + deaf children.

Since returning to Detroit, Mr. Eichele  
has freelanced in still + cinematography  
in a wide variety of areas.





## The Future

The future is as enormous with hope as it is with problems and frustrations, and Seeds of Discontent is working to bring this hope, the hope of all men, to the surface, and in making it a working reality create the atmosphere for meaningful and ordered change. To this end the following projects are scheduled <sup>for production</sup> as soon as <sup>they are financially</sup> possible.

1. "What's Important?" In this program young people from the inner city would be trained in the use of simply operated 16mm movie cameras, and then given free reign to photograph what they considered important in their lives. They would keep the cameras for one or two days, or until they ran out of the allotted film, <sup>photographing</sup> ~~shooting~~ their homes, their friends, <sup>and</sup> their activities. They could stage plays or dramatic episodes that express what they give as an answer to the question

"What's Important?" This program would ~~be run with some synchronous sound, but the majority of the~~ <sup>involve</sup> ~~sound being~~ conversations with the

young people ~~involved~~ about themselves ~~and~~ their films, <sup>What's Important?</sup>

(Note: This will be carried out in coordination with the Youth Opportunities Program, Dayton, Ohio.)

2. As a continuation of Number One, we are going to be taking <sup>now in Progress</sup> the young people that ~~demonstrated~~ the most ability and interest in <sup>with 15 Youth in Detroit</sup> the project and give them further training in the techniques of film production, to enable them to become local "newsreel"

photographers. This program has been employed in various major cities across the country with various age groups with outstanding success. The results include greater self-esteem, improved awareness of specific conditions and facts of life, and a greater ability at organizing perceptions and information.

3. A second program, similar to Number One, would be based on the young writers in the inner city, bringing them together to read their works, discuss them, and answer questions. Research already shows that there are many talented high school students <sup>+ college</sup> who are giving voice to "what's happening." in articulate poems, stories, and essays.

*Include in Part III*

*Public ~~process~~ articulation of involvement in the processes that are indeed history, wherein individuals can have an actual tangible role to play in the recording of that history. Through this involvement many of the gaps caused by alienation can be bridged.*

*Counter force to subvertize + make relevant in order to create conditions that will make the moves to repression unnecessary as the energies move in positive directions.*



4. A program on the militant attitudes of public employees has been planned, exploring grievances, attitudes, ~~desired changes~~ ~~and the reasons behind this movement~~ but has produced teacher strikes, the "blue flu", & similar protests.

5. A program on the roots of social change & how they have produced theories and feelings of conspiracy on the part of mass media to "the average citizen." Such areas as the agitator, & the organizer, will be covered, as well as an analysis of the dynamic that exists between a social-political leader & his "followers." ~~eg. Is he in fact~~ pulling the people, or are they pushing him? Is there a conspiracy? etc.

6. & following

Programs are planned, based on the most successful radio programs in the series, evaluating the student protests in colleges & high schools, the drop-out in all its many forms, in this society, the Negro middle class, the artist as antennae of the changing society, public education, & public agencies & the attitudes toward them from within & from without.

Programs produced completely by Black Weyoreel agencies are planned, wherein Detroit black technicians, interviewers, & narrators in Detroit are given the opportunity to display their talents & views on events that take place in our city. This will be a professional quality production under the hands of experts &



responsible advisers.

2.

1. + following



## — Summary —

In summarizing this proposal a number of points should be stressed, ~~again~~ <sup>in public information</sup>

1. To fill the void created by the negligent media, enormous steps <sup>in public information</sup> must be taken quickly.
2. Seeds of Discontent has demonstrated its ability to take those steps directly into the centers of most relevant ~~on the spot~~ information, and its ability to organize that information + Present it in a balanced View.
3. Its ability to do this comes from the following factors: + dedicated
  - a. An experienced staff close to grass roots sources of information.
  - b. A close <sup>personal</sup> relationship with organizations + individuals at all levels of society
  - c. An inter-racial staff able to ~~combine~~ <sup>compare + evaluate</sup> their individual viewpoints on any material
  - d. An inter-racial staff that <sup>approached</sup> has the flexibility to ~~provide~~ elicit co-operative responses from <sup>many</sup> different areas of the social fabric, including the ~~glens~~ <sup>glens</sup> hostile areas of militant ~~individuals + organizations.~~

4. Seeds of Discontent is unique in that it takes a holistic view as it approaches the specific subjects of social protest + change. This view gives readers a clearer perspective on how we are in + influenced by all the dynamics operating within our society today.
5. The approach taken by Seeds of Discontent is comprehensive + flexible enough, as to be valid + viable throughout its lifetime, irregardless of changing social conditions, through time.

The approach in fact trains new personnel in an on-going program of public articulation of problems + discontents, aimed at producing the aforementioned conditions for orderly resolution.



How much discontent can a society withstand before going total system, e.g. fascism.

Wholistic view involving disenfranchised middle class youth (student activists, hippies etc, et al.)  
teachers

Roots of deviance + theories (Feelings) of conspiracy on the part of mass media + the "average citizen."

Militant ~~experiences~~ <sup>attitudes</sup> of public employees

We must reassert the basic tenants of Participatory democracy, + provide actual avenues for that Participation.

*Hartford Smith*

CONTINUATION  
PROJECT PROPOSAL

Submitted to the Michigan Department of Education  
Under Title I of the Higher Education Act of 1965 (PL.89-329)

Project Title: The Involvement of Inner City Families in Educational  
Policy and Program Development Using the Parent-  
Teacher's Association as a Vehicle

Community

Problem Area: Governmental Inaction on Public Problems

Proposal

Initiator: Franklin M. Zweig, Ph.D., Associate Professor  
Chairman, Community Social Work Sequence  
School of Social Work

Signed *Franklin M. Zweig*  
313 - 833-1400, Ext. 7411

Name of Institution: Wayne State University  
Detroit, Michigan 48202  
Co-Sponsored by the Detroit Council of  
Parent-Teacher's Association  
2033 Park Detroit, Michigan

Transmitted By: Hamilton Stillwell, Dean  
Division of Urban Extension

Signed *Hamilton Stillwell*  
*11/21/67*

Date Transmitted: November 17, 1967



SCHOOL OF SOCIAL WORK  
WAYNE STATE UNIVERSITY                      DETROIT, MICHIGAN 48202

SECTION I    PROGRESS REPORT

ABSTRACT OF ORIGINAL PROPOSAL

Statement of Community Problem

The Parent-Teachers' Association is a well-known entity which has the purpose of providing an opportunity for families to be involved in the development of the public education enterprise. In one area the PTA has not excelled, and admittedly so. While success has been achieved among many middle class groups who have been able to build bridges between neighborhood and school, among the disenfranchised populations of America's inner cities, the PTA idea has not caught fire, the PTA program has not been bought, the PTA approach has not found sound followers.

This is an ironic situation. On one hand, the inner city is the place where education is the primary instrument for community development and child growth. On the other hand the inner city is one of the places in which the schools have been least responsive to needs and such lack of response is often matched by the absence of educational values in the home.

One of the concerns of the Detroit Council of Parents and Teachers has been the inability to organize Parent-Teachers Associations in inner city schools. The reasons for this are not entirely clear and they are probably far from simple. We know that many inner city families will not join organizations which are considered to be imposed from the outside by an ex-urban middle-class, for reasons of expense, repulsion of imposed ideas, and general lack of orientation to participation in formal groups. These organizations, the PTA included, often have no meaning for parents living in blight, feeling constant brunt of discrimination, encountering perpetual fear of poverty, and facing a whole host of obstacles to the achievement of a better life.

Yet, if education is to be successful in providing realistic opportunities for inner city families to achieve the good life, a positive and insistent value for quality education must be built into the social fabric surrounding the school. While it cannot be said that PTA's across the nation have concerned themselves with this community problem in any real degree, it can be said with certainty that the Detroit Council of Parent-Teachers Associations sees the PTA as an action vehicle aimed at the achievement of quality education. Moreover, the PTA Executive Board goes on record in this proposal and in many supplementary documents available, to indicate that the success of such an effort may be rooted in community action taken by inner city families.



It is the intent of the PTA to organize and develop Parent-Teacher Associations in inner city schools. The purposes of these organizations are many. First, the PTA views an inner city emphasis as a means to give voice to parents who are interested in a school but who otherwise do not feel that their concerns are heeded by the school system. Second, the organization of inner city school PTA's can begin to be a vehicle whereby parents can make their demands for quality education known and can provide an arena in which constructive confrontation and collaboration between the consumers of education and the producers of education may take place. A third objective of an inner city emphasis is the communication of greater hope for the life chances of the inner city child, using the school as the crucial self-help mechanism. Fourth, the PTA Council will be able to determine whether it actually can be an effective vehicle for this kind of effort.

All the good intent in the world, however, will not make such a program a reality. While volunteers are the core and heart of PTA programs, the time and techniques necessary to organize alienated people cannot be expected from these dedicated people. PTA does not have the kind of financial resources for trained community organization and extension education staff to be employed to do the job. The hard nut to crack is this: the policy of the Detroit Council PTA makes possible an action program which could be a national demonstration model in involvement and development of inner city programs; yet, the policy is not matched by the resources to carry it out.

The solution to this dilemma resulted in a project proposal which was funded for the 67-68 fiscal year in which the Community Social Work Sequence of the Graduate School of Social Work, Wayne State University, placed a training unit of three Community Organization students with the PTA Council. Each of the students would give central staff service to the coordinating mechanism which keeps the metropolitan PTA running, and each could be allocated to one demonstration area of the inner city to develop PTA's there; the objectives of the PTA's quality education policy and the necessity for internship training by the students in Community Organization could be mutually met.

This effort would be distinctive from all others in which public schools are used as the base for organizing families. It would establish indigenous PTA organizations utilizing the program emphases of PTA (as may be modified in order to enhance involvement), and thereby provide a base for school-related activities which are not attached to the official school bureaucracy, but which relate to the educational enterprise.

#### Related Literature

Two points in the literature are very clear: first, that the involvement of disenfranchised populations in self-help activities is exceedingly difficult; second, that the approach to reach such people must be person-centered and based in intervention into personal and social dynamics.

Sociologists have long been fascinated with the reason for the alienation of minority and sub-populations within a prevailing culture. The concept of anomie



originated in the work of Emil Durkheim and was refined and applied to contemporary life by American sociologist Robert Merton and his followers.<sup>1</sup> The concept of anomie is a simple one: whole groups of people in our culture do not have sufficient support and engagement in order to be able to identify with and sink roots into the prevailing culture, and these individuals and families operate outside of the value system of the social structures in which they live.

In recent years, an increasing number of investigators have turned their energies on analysis of alienation and the ways to assist alienated people back into the mainstream of life.<sup>2</sup> This re-focus has been in large measure stimulated by the passage of recent legislation addressed to the poverty stricken and alienated -- the war on poverty, Civil Rights Acts of 1964 and 1965, the Higher Education Act of 1965. The techniques of improving the situation, of obtaining the involvement of alienated populations in order that they come to grips with their destinies, has found much less success than have the analysis of these problems. One of the ways out, which, incidentally, is also seen as an answer to an important man power shortage in human services, is to employ the alienated as service workers. This approach, championed by Frank Riessman, is well developed in his book, New Careers for the Poor.<sup>3</sup> The classical problem in Riessman's approach, however, is that once some people are moved out of the alienated population into the predominant culture, they and their leadership tends to be rejected by those who remain in isolation and in a state of relative powerlessness. And no one has effectively addressed that kind of problem to date.

What emerges from many different experiments at involving people in urban community development programs, however, is that people who help them, who organize them, must take an advocate's role. That is, the helping person must be able to establish relationship with the disenfranchised population and to see the world insofar as possible from the perspective of those clients. To this end, the curriculum of the Community Social Work Sequence at Wayne State University establishes as one of its major professional practice emphases, intervention utilizing the advocacy orientation.

The primary technique of the advocacy orientation is to build success precedents over time with small ad hoc groups, for example, a PTA organization at an elementary school, and to assist the development of hope on the part of the clients in such a way that they are able to see and begin to repair the defects in their positions in society.<sup>4</sup> The ultimate objective of such advocacy is the creation of "the competent community," defined by Mogulof as being "...a place where the leaders are of the people...where the neighborhood representatives know how to deal with the police and courts, how to make public schools aware of the needs of their youth and the consequences of continued failure in educating these youth..."<sup>5</sup> Charles F. Grosser, while noting the difficulties in assisting the urban poor to effectively become involved in solving the problems which face them, has postulated the enabler role, the broker role, the advocate role, and the activist roles as differential means in the creation of various kinds of organizations to be used in urban community development.<sup>6</sup> The PTA is an organization in which the advocate role would be particularly useful, combined with such enabling and activist techniques as are necessary to create conditions in which the engagement of indigenous people with their educational problems can be attained utilizing the PTA framework as a mediating device.



### Project Objectives

The objectives of this project are as follows:

1. To provide a community service to be offered through the Detroit Council Parent Teachers Association to families in low income areas in inner city neighborhoods which have not heretofore been attracted to PTA activities. The specific task of the project here is twofold: (1) to organize three demonstration inner city PTAs in areas which were selected by the Detroit PTA Council; (2) to provide staff service to the projects run directly by the PTA Council.
2. To provide an educational experience for graduate students in Community Social Work, interns on a 3-day per week basis for 12 months, to practice, under the supervision of a faculty member, the advocacy role in bringing the community service described above to productive fruition. If evaluation of the first year's experience shows the project to be effective, a two years continuation will be requested.
3. To determine to what extent an intensive organization effort can be successful utilizing the PTA as the context for the work. Specifically, we can utilize the records of the student practitioners to highlight those episodes of success and failure, and to analyze the reasons for such outcomes. At the outset of the work, the student unit, consisting of students and faculty supervisor in conjunction with PTA Board members, will set forth those variables to consider to be "key" in going about the work, and will base the analysis on descriptions of action taking place around these variables as these can be extracted from process recordings.

### Procedures and Methods

A series of steps constitute the general design for the project.

1. Faculty supervisor will meet with Detroit Council PTA Board to choose the demonstration areas. During the course of the project, the faculty supervisor will serve as the liaison between the students and the University to the Council Board.
2. Faculty supervisor will set up a program whereby contact is initiated and relationship established in the three demonstration areas. In addition, tasks to service the PTA Council Board and office, including selected committees, will also be worked out in conjunction with that Board.
3. Three inner city PTA groups will be formed, and supported by means of advocacy service from student practitioners.
4. Once established, these PTA groups will be brought into active contact with PTA program activities, in order to fashion a unique program emphasis for each of the demonstration sites.



5. It is expected that in addition to one demonstration site, each student will have responsibility for staff service to one PTA Council project committee. That is a particular program emphasis of the Council be given staff assistance, the student practitioner serving as staff assistant to the respective council committee bearing responsibility for that project.
6. By means of written records and weekly staff conferences, the faculty supervisor will monitor the progress of the demonstration groups, and will also evaluate the fruitfulness of staff services to the Council Board and various council committees.
7. In Spring, 1968, a plan will be made for continuation of service with the new student practitioners beginning the following September if the project can be continued. For reason of continuity, then, student practitioners are expected to be employed on a 12-month basis, spending the summer following the close of school in carrying their responsibilities. If the project is not to be continued, plans will be made to shut down the project by the faculty supervisor by the end of August, 1968.

The population sample would be determined jointly by the Detroit PTA Council and the School of Social Work; however, it was hoped that one school would be in a Spanish speaking area, one in a predominantly Negro area, and one in a white, southern migrant area. In this way, cultural differences within the inner city could be probed in terms of assessing organization potential utilizing an activist PTA model.

A detailed data model was not indicated at the time of the original proposal because it was not possible to determine what were the appropriate questions to ask and the compilation of massive data without good research questions would be at best a dubious kind of task. The records to be kept were largely process recordings, then quarterly reports, and then a report of the experiment would be written toward the end of the first year's operation. At that time, the kind of data model necessary could be developed from participant-observation experience of the previous year. For example, if the project's first year's operation finds that certain kinds of families with certain kinds of characteristics are able to be involved in PTA groups in each demonstration site, we would indicate some of the crucial, social socio-cultural economic factors in the background of these families. From such a "factor analysis," a listing of proposed surveys of the inner city could be probed in order to locate the population pool most likely to be susceptible to participation in the formulation of inner city PTA groups.

The review of detailed case records, periodic and terminal reports, and constant faculty supervision evaluation constitutes the mode of analysis indicated in this community service project. One additional dimension is provided by class work.

The community organizers will work with school administration, and grass roots groups. All relevant civil rights, block clubs, church organizations in the demonstration area would be informed about the project as well as school officials. Enlistment of support would be attempted.

### Project Personnel

The personnel connected with the project was:

1. Franklin M. Zweig, Ph.D., Associate Professor and Chairman, Community Social Work Sequence, School of Social Work, Wayne State University. Dr. Zweig served as principle training director for the School of Social Work as he does for all of the grant-based training projects in community organization, social planning and community development.
2. Mrs. Elizabeth J. Phillips, ACSW, Assistant Professor in the community Social Work Sequence, School of Social Work, Wayne State University. Mrs. Phillips served as the faculty supervisor of the students and served as the liaison between the Detroit PTA Council and the School of Social Work.
3. Three graduate students in the Community Social Work Sequence placed with the Detroit PTA Council by the sequence. Most of the students coming into the graduate program have had considerable relevant experience, a number having served volunteer terms in the Peace Corps, others having worked for various social, educational, and health agencies.
4. A Unit Secretary who will supply staff service to the training Unit and part-time secretarial service to the Detroit PTA Council.

### Facilities

There was no money available to support this project from sources other than Wayne State University and such funds as could be granted through Title I of the Higher Education Act of 1965. The project proposal was not submitted to any other agency or organization. Moreover, the community service program did not relate in anyway to sectarian instruction or religious worship.

The School of Social Work at Wayne State University, an autonomous professional school at the graduate level has fully endorsed this proposal as well as the president's designee, Dr. Hamilton Stillwell, Dean of the Division of University Extension, the University's agent for all Title I programs.

The capacity of the School of Social Work through it's Community Social Work Sequence is reflected in terms of the growth of this department in the last two years. Beginning with 6 students and one full-time faculty member two years ago, the department had grown to 40 students and seven full-time faculty members at the opening of the 1966-67 academic year. The capacity and willingness of the institution to support the academic aspects of the program are further reflected in the establishment of a fully developed two-year didactic and practicum curriculum into which this project would fit as an integral instruction unit.



The Community Social Work program is an inter-disciplinary instruction curriculum. This will be noted in the attached list of courses, all students are exposed to instruction in social work, urban planning, sociology, urban economics, urban politics, social psychology, and law. The objective is to provide a fully-rounded practitioner capable of applying the best of what is known in social science to urban problems, and to create practitioners who can work with people as well as for people, in the creation of a viable, humane and equitable urban community. A list of current field placements, also attached, will demonstrate the capacity of this department to maximize success of the project.

Office space will be provided by the Detroit PTA Council at their Council Office in the Charlevoix Building.

#### Accomplishments

The faculty involved with the Detroit PTA inner city project to date has been Dr. Zweig, the project director, and Mrs. Phillips, the faculty supervisor. Since the graduate students did not start until September 29, 1967, and their organizational efforts are still in the initial stages, it is impossible to identify yet how many different people have benefited directly from this project. This initial phase has been one of orientation and beginning development. The students have undertaken community surveys; they have met with the school administrators and leaders to obtain their perceptions of how teachers have and/or could relate to the schools; they have done some projections of what kinds of concerns parents might have; they have talked with community people to determine their assessment of the school as an educational enterprise and to learn what some of the community concerns are; and finally, but most importantly, they have been talking to some parents to determine their interest in forming or expanding a parent's group.

Developmental time was also spent in becoming oriented to the ideology, philosophy, purposes, functions and structure of PTA. This was done through conferences with members of the Detroit PTA Council through attendance at workshops, at Council meetings, Executive Board meetings, and joint conferences with PTA Council Officers and school administrators.

At this very initial point in the development of the project, there does not seem to be any valid way of estimating the cost per person directly benefiting from the project. The organizational efforts are too new and tentative to even formulate a shrewd guess. At the end of the first quarter of the 1967-68 academic year, specifically mid December, it might be possible at that point to give an estimated unit cost per person involved in this project. At this point the efforts to organize parents should have some beginning yield with some formulation of a nucleus of an initial group or some identifiable expansion from a core of interested parents already in communication with the school.

To Date Evaluation of Project

As indicated above since the organizational efforts to develop PTAs in three different communities throughout Detroit are in the initial stages, it is not possible to discuss results. In the three areas explored, it was recognized for the most part the parents have not been engaged in any kind of dynamic way with the school in carrying out the education of their children. For example, in the Amelia Earhart Junior High School, there is a new parent's group who have indicated interest in expanding it's work to attract a greater number of parents. At present in a school body of thirteen to fourteen hundred pupils, the group attracts anywhere from 15 to 35 people to meetings. This is a group that hopefully with the concentrated developmental efforts and organizational work of the graduate student would grow and become a vital parent effort deeply involved itself in constructive vital ways with the school; ultimately, to enhance the life opportunities of the children. At this point, either the school does not have any type of organized parent's group or the existing group is extremely small and involves a very small proportion of the parents whose children are in the school.

In early explorations resistances on the part of school administrators have been identified. Questions were raised about the relevance of a PTA in their schools because they thought inner parents would be anti-PTA. Furthermore, since the school personnel had found such a large block of parents apathetic and unresponsive, there were questions posed about the possibility of an out reach organizational effort succeeding. Innovative out reach techniques have to be used to engage these parents in any kind of corporate effort.



# Community Service Proposal

## Budget Worksheet

Investigator: Franklin M. Zweig  
Institution: Wayne State University

Duration: Three Years; Request for continuation expected based on evaluation of first year's experience

Beginning Date: September 1, 1967  
Ending Date: August 31, 1970

Category	Fiscal Year Months	
	/ Federal	Local
<u>Personnel</u>		
(1) Director (1/10 time @ \$18,000)	0	\$ 1,800 <sup>1</sup>
(1) Faculty Supervisor (½ time @ \$5,250	0	7,500 <sup>1</sup>
(1) Project Secretary (Intermediate Level Full Time)	\$5,250	
Fringe Benefits	723	1,395 <sup>1</sup>
(3) 3/5 time Community Organization Student Practitioners @ \$3360* for the school year, plus \$500.00 per month for full time summer employment.	13,080	
<u>Supplies</u>		
Clerical Materials		500 <sup>2</sup>
Telephone Charges		150 <sup>2</sup>
Postage		200 <sup>2</sup>
<u>Program Materials</u>		
Printing, leaflets, funds for meetings, special programs	500	
<u>Travel</u>		
Local Travel for Faculty Supervisor and Student Personnel	800	
Overhead	**	900 <sup>3</sup>
TOTAL	\$21,953	\$11,645

<sup>1</sup>WSU Contribution

<sup>2</sup>Detroit Council PTA Contribution

<sup>3</sup>\$75 per month rental of PTA Council Office, at 2033 Park Avenue, Detroit

\*Includes resident tuition of \$360

\*\*To be computed with aid of Office of Research Administration

#### Footnotes

1. Emile Durkheim, Suicide: A Study in Sociology, (Glencoe, Ill.: The Free Press), 1951. See, esp., pp. 246-257: Robert Merton, Social Theory and Social Structure, (Glencoe, Ill.: The Free Press), 1958 See esp., P. 25-133.
2. See Herbert Gans, The Urban Villagers, (Boston: Berron Press) 1964, and Kenneth Clarke, Youth in the Ghetto, Office of Juvenile Delinquency and Youth Development, U.S., Dept., HEW, 1965.
3. Frank Riessman, New Careers for the Poor, (New York: Free Press) 1965
4. See "A Conceptual Backdrop for Community Social Work," (Detroit: WSU School of Social Work), Mimeographed.
5. Melvin Mogulof, "Involving Low-Income Neighborhoods in Anti-delinquency Programs," Social Work, Vol. 10, No. 4, October, 1965.
6. Charles F. Grosser, "Urban Development Programs Serving the Urban Poor," Social Work, Vol. 10, No. 3, July, 1965.



WAYNE STATE UNIVERSITY  
SCHOOL OF SOCIAL WORK  
July 22, 1966

COMMUNITY SOCIAL WORK SEQUENCE  
1966 - 1967

FIRST YEAR

All courses required unless exceptions noted

<u>FIRST QUARTER</u>		<u>CREDITS</u>
SW 0780	Community Social Work I	2
SW 0838	Dimensions of Social Work Practice I (Required of all first and second year CSW students, Fall 1966.)	2
SW 0785	Socio-Cultural Dynamics in Community Intervention*	2
SW 0719	Social Welfare Policy - Poverty and Dependency	2
	OR	
SW 0708	Social Welfare Organization and Policy I	2
SW 0751	Human Behavior I	3
SW 0814	Clinical Social Work (Required if field work is in clinical setting)	2
SW 0889	Field Work	6
		<u>17-19</u>

SECOND QUARTER

SW 0781	Community Social Work II	2
SW 0839	Dimensions of Social Work Practice II (Required of all first and second year CSW students, Winter 1967)	2
Pol.Sci. 0716	Introduction to Behavior and the Political Process*	2
SW 0720	Social Welfare Policy II - Housing and Urban Development	2
	Or	
SW 0709	Social Welfare Organization and Policy II	2
SW 0752	Human Behavior II	3
SW 0747	Research Methods I **	2
SW 0889	Field Work	6
		<u>19</u>

THIRD QUARTER

SW 0782	Community Social Work III	2
SW 0801	Psychopathology I	2
SW 0748	Research Methods II **	2
Pol.Sci. 0716	Introduction to Behavior and the Political Process*	2
SW 0710	Social Welfare Organization and Policy III	2
SW 0889	Field Work	6
		<u>16</u>

\* May be elected by first or second year students, although first year students will be given preference in case of crowded sections

\*\* Research Methods I and/or II may be waived with adequate demonstration of prior preparation and approval of the Research Chairman.

COMMUNITY SOCIAL WORK CURRICULUM 1966-67 - Continued  
July 22, 1966

SECOND YEAR

All courses required unless exceptions noted.

FIRST QUARTER

	<u>CREDITS</u>
SW 0841 Community Social Work IV	2
SW 0838 Dimensions of Social Work Practice I (Required of all first and second year CSW students, Fall 1966)	2
SW 0852 Physical Aspects of Social Planning*	2
SW 0857 Social Planning Design I (Credit given only after successful completion of SW 0858)*	2
SW 0853 Economics of Social Welfare Planning*	2
SW 0814 Clinical Social Work (Required if field work is in a clinical setting)	2
SW 0895 Research Project Seminar	2
SW 0889 Field Work	6
	<u>18-20</u>

SECOND QUARTER

SW 0842 Community Social Work V	2
SW 0839 Dimensions of Social Work Practice II (Required of all first and second year CSW students, Winter 1967)	2
SW 0858 Social Planning Design II*	2
SW 0756 Orientation to Clinical Psychology for Social Workers (Required if in a clinical field work setting and of all clinical social work majors)	2
SW 0895 Research Project Seminar	2
An elective or a Social Welfare Policy course	2
SW 0889 Field Work	6
	<u>16-18</u>

THIRD QUARTER

SW 0843 Community Social Work VI	2
SW 0859 Social Planning Implementation*	2
SW 0831 Administration of Social Agencies	2
SW 0879 Social Welfare Organization and Policy Seminar or an elective	2
SW 0889 Field Work	6
	<u>14</u>

\* May be elected by first or second year students although second year students will be given preference in case of crowded sections.



SCHOOL OF SOCIAL WORK  
Wayne State University Detroit, Michigan 48202

COMMUNITY SOCIAL WORK  
FIELD WORK AGENCIES 1967-68

American Civil Liberties Union 305 Washington Blvd. Bldg. Detroit, Michigan 48226 961-4662	Higher Education Act Demonstration Project - PTA Inner City Project 812 Charlevoix Bldg. 2033 Park Avenue Detroit, Michigan 48226 WO 1-0308	State Representative Jack Paxon 17594 Kentucky Detroit, Michigan 48221 862-8034
Anti-Defamation League 163 Madison Avenue Detroit, Michigan 48226 WO 2-9686	Hotel and Restaurant Worker's Union # 705 100 Selden Detroit, Michigan 48201 TE 3-3905	State Senator Coleman Young 278 E. Forest Detroit, Michigan 48201 832-7137
Community Health Association 6533 East Jefferson Detroit, Michigan 48207 LO 7-5600	Housing Policy & Planning Unit 5740 Cass Avenue (Annex) Ext. 7593; Detroit, Michigan 48202	Toledo Council of Social Agencies 441 Huron Street Toledo, Ohio 248-4231
Congressman John Conyers, Jr. 229 Federal Bldg. Detroit, Michigan 48226 226-7022	Joint Institute of Labor & Industrial Relations 1. Dep't of Economics 968 Mackenzie Hall Ext. 7212 2. Center for Urban Studies 5229 Cass Avenue Ext. 7615	United Automobile Workers 1. Community Services & Retired Workers Dept. 8731 E. Jefferson Detroit, Michigan 48214 926-5231 2. Division of Pro- fessional Services and Dept. of Recreation 8000 E. Jefferson Detroit, Michigan 48214 926-5271
Councilman Mel Ravitz Room 1340 City-County Bldg. Detroit, Michigan 48226 965-4200	Mayor Jerome Cavanagh's Office City-County Bldg. Detroit, Michigan 48226 963-0566	Vocational Rehabilitation 6660 Chase Road Dearborn, Michigan 584-4266
Detroit Housing Commission- Office of Director 2211 Orleans Detroit, Michigan 48207 963-0955 Ext. 52	Metropolitan Action Committee - Republican Party 3533 Woodward Avenue Detroit, Michigan 48201 832-1040	Wayne Co. Juvenile Court Judge Lincoln's Office 1025 E. Forest Detroit, Michigan 48207 TE 3-4432 - Ext. 282
Detroit-Wayne County Community Mental Health Services Board 30th Floor David Broderick Tower Detroit, Michigan 48226 961-7777	Metropolitan Detroit Citizens Development Authority 1132 Washington Blvd. 961-3144 Detroit, Michigan 48226	Wayne State University Office of Vice President for Student Affairs 1082 Mackenzie Hall Ext. 7255 Detroit, Michigan 48202
Great Cities School Improvement Project School Center Bldg. Room 1306 833-7900 Ext. 2511 Detroit, Michigan 48201	Michigan Credit Union League 15600 Providence Drive Southfield, Michigan 358-3200	

## SECTION II    PROPOSAL TO CONTINUE PROJECT

### Statement of Community Problem

PTA has achieved high status in American Life since the organization's inception in 1897, has moved in many ways toward strengthening the educational enterprise. General success of the PTA movement is mirrored not only in the respect that the organization finds among parents at the local and national level, it has also drawn praise from presidents of the United States and recognition from civic, political, and professional leaders in many fields. The past history of the organization is given an excellent accounting in Harry and Bonaro Overstreet's history, Where Children Come First. One of the primary objectives of the PTA is quoted in the hand book of the Detroit Council:

"To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of a child."

"To develop between educators and the general public, such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education."

In Detroit in the past 2 - 3 years, a great deal of public attention has been focused on the problems in education at inner city schools. The Northern High School boycott sharply dramatized the problems in providing relevant educational opportunities for inner city youth. Following the student boycott and walkout at Northern High School, study committees were organized throughout the city to look with rigor and objectivity at the educational enterprise in Detroit. Basically, inner city communities had begun to ask how responsive was the educational system to their particular needs. How did the children from inner city communities fare in life with the kind of education they were receiving? Dis-mayed parents could not understand why their children who were high school graduates repeatedly failed to pass civil service examinations. Young people seeking their first jobs were frustrated by the old story of no experience, no skills, and repeated turn downs by prospective employers. Why? Why did so many of these inner city youth lack marketable employment skills?

Then suddenly the July, 1967, riots occurred and left Detroit reeling!! Political, community leaders, along with business and religious leaders all united to identify and solve the problems of the central city. This concentrated study resulted in wider recognition of the vital role that education plays in promoting the life chances of each individual as he attempts to achieve the good life.

On the basis of new knowledge, new perceptions and new determination to solve the problems of the central city, in the Fall of 1967, the New Detroit Committee recommended that the Michigan State Legislature allocate \$5,300,000 for education in inner city schools. There appears to be increased committment to allocate state and local resources to renewing the central city with its many disen-franchised residents.



During the same period the National Congress of Parents and Teachers had been increasingly concerned about the need to involve parents from inner city communities in working together to promote educational values in their homes and communities and to work collaboratively with educators for quality education. Next the PTA Congress held a National Conference to discuss these problems, their concerns about them, and possible solutions. The Detroit Council then took the initiative (the national lead) by undertaking a community service project in cooperation with the School of Social Work, Wayne State University, to try to find effective ways to address these problems.

The scope of the community problem was clearly depicted in the initial proposal and is fully summarized and partly restated in the abstract.

Recent events, moreover, have caused Detroit to reorder its priorities and allocate its resources to solving the problems rampant in the central city.

There is a new social awareness that recognizes how critical it is to renew, rebuild, strengthen the central city. With rigor many are mobilizing their energies, their efforts and their resources to address the multiplicity of inner city problems which have been so sharply underscored. What role is the inner city resident playing in this process? Is he involved in any meaningful way? Or are plans being made for him, not with him? It seems more imperative than ever that PTA continue its efforts to organize and develop Parent-Teacher Associations in inner city schools. The newly formed PTA provides a vehicle where parents can make their demands for quality education known and can provide an arena in which constructive confrontation and collaboration between the consumers of education and the producers of education may take place.

These objectives can not be achieved without consistent effort which the dedicated volunteers who are the core and heart of PTA programs can not be expected to give. The time and techniques necessary to organize alienated people and to sustain their emerging organizations should continue to be provided by the graduate intern unit from the Community Social Work Sequence, School of Social Work, Wayne State University. It is anticipated that the initial year's effort will result in PTA organizations that will need sustained continued help to function effectively.

These community organization students must work in an agency 3 days per week, attending classes 2 days per week. For their work in organizations, these students are evaluated and graded, completing 36 quarter hour credits during the 2 years of their professional education. Each student serves one whole academic year in his internship placement, and must be supervised by an accredited professional person in the community organization area.

The grant applied for would make it possible for this combined professional education and PTA community action and service program to be carried out. As proposed, it would provide student stipends for three graduate students and the services of a full-time secretary who would provide stenographic support for the action unit. The policy aspects of the project would be guided by the PTA Council

Executive Board, while the supervisory input would be made by the faculty of the School of Social Work at Wayne State University. The School of Social Work's contribution would be two and one-half days per week release of faculty time to the PTA Council, and to the students in the supervision of their activities.

The project is jointly sponsored by the Detroit Council PTA and the School of Social Work at Wayne State University. The grant would enable a pilot effort at solving a major community problem--the organizational involvement of disenfranchised families in becoming familiar with, giving support to, making demands on the educational enterprise in order to achieve quality education in inner city schools.

This effort would be distinctive from all others in which public schools are used as the base for organizing families. It would establish indigenous PTA organizations utilizing the program emphases of PTA (as may be modified in order to enhance involvement), and thereby provide a base for school-related activities which are not attached to the official school bureaucracy, but which relate to the educational enterprise. We believe that the potential of this continued service and demonstration effort is great.



### Relevant Literature

Again it can be emphasized that there are two points in the literature that are very clear: one, that the involvement of disenfranchised population in self-help activities is extremely difficult; second, that the approach to such people must be person centered and based in intervention into personal and social dynamics.

From a more anthropological perspective, Walter Miller postulated the existence of a lower class culture in the United States, possessing its own rules of behavior and styles of life, and which, unable to avail itself of the goods and services of the affluent society, constantly draws apart from it in order to seek the more familiar and consistent, sometimes hopeless milieu of a culture within a culture.<sup>1</sup> Miller's argument finds both proponents and opponents typified in the work of Albert Cohen and Elizabeth Hertzog.<sup>2</sup>

Mayer Zald also points out that there is greater difficulty in involving working class individuals in voluntary organizations than middle and upper class persons. He states that the lower the socio-economic status of the constituency, the more difficult it is likely to be to maintain their interest. He also indicated that the level of participation is affected by the socio-economic basis of the membership and there is reason to believe that the style of participation is also likely to be different. He postulated that the more an organization has an essentially lower class basis, the more it will resort to direct action, open propaganda, and agitation (when it takes action at all).<sup>3</sup>

Sociologists have long been fascinated with the reason for alienation of minority and sub-population within a prevailing culture. The concept of anomie originated in the work of Emil Durkheim and was refined and applied to contemporary life by American sociologist, Robert Merton and his followers.<sup>4</sup> The concept of anomie is a simple one: whole groups of people in our culture do not have sufficient support of engagement in order to be able to identify with and sink roots into the prevailing culture, and these individuals and families operate outside the value system of the social structures in which they live.

The question arises then, how can one best involve people in urban community development programs who are difficult to reach, who are alienated from the main stream of American life. What emerges is that the people who help them, who organize them, must take an advocate's role. That is, the helping person must be able to establish relationship with the disenfranchised population and to see the world in so far as possible from the perspective of those clients.

As previously indicated, the community social work sequence has established as one of its major professional practice emphases, intervention utilizing the advocacy orientation. The practitioner attempts to improve the competitive position of his disenfranchised target population. The primary technique of the advocacy orientation is to build success precedents over time with small ad hoc groups, for example, a PTA organization in elementary school, and to



assist the development of hope on the part of clients in such a way that they are able to see and begin to repair the defects in their position in society.<sup>5</sup>

Harry Specht writes about the kinds of roles that a practitioner has to help the inner city residents assume in their efforts to establish organizations in which they acquire competence and ability to address and deal with the kinds of social problems confronting them on a daily basis. He stresses the importance of helping people assume new social roles and of providing the necessary knowledge and the skill that the residents have to have in order to be effective in their new social roles.<sup>6</sup>

Charles F. Grosser, while noting the difficulties in assisting the urban poor to effectively become involved in solving the problem which face them, has postulated the enabler role, the broker role, the advocate role, and the activist roles as differential means in the creation of various kinds of organizations to be used in urban communities development.<sup>7</sup>

Many citizens in Detroit have been concerned with what has been termed the American dilemma, for it has been recognized that despite all the attempts to provide equal educational opportunities (that is quality education) for all, one of the major problems which America still faces is the recognition of a lack of equal educational opportunities for the Negro. The report of the Citizen's Advisory Committee on Equal Educational Opportunities dated March, 1962, looked at the social and economic phenomenon of our present day society. It recognized that the general improvement in our economy has not reached into all segments of the community. It recognized that vast numbers of rural lower-class in-migrants have converged into large urban centers and that these populations have encountered problems in finding employment, in getting adequate housing, and in being intergrated into the urban educational systems. The Study Committee further recognized that the profound technological changes and scientific developments resulted in a whole new world of technology from automation to atomic power and exploration of outer space which has made whole new demands on educational preparation. The Committee was faced with basic questions of how the educational system in Detroit could help culturally different people through the educational gateway of modern civilization. The Committee wondered how the educational system could help prepare all kinds of children to live and work in a whole new world of science and technology. It further wondered if it was possible to provide these children with the kind of education which would enable them to understand and cope with the cultural and social changes which were occurring at the local, national, and world levels. This study identified the basic problems in providing equal educational opportunities and looked at the situation in depth and in breath. There are also now available reports of the high school study committees which points out some of the gaps and discrepancies between the educational enterprise and the needs of the youths in inner city schools. These studies provide evidence of some of the concern on the part of the students and on the part of parents as to what is happening in our schools and what the end results are.<sup>8</sup>

In the conference findings and in the minutes of many community groups, one will now find references to quality education and recommendation for appropriate community action. One might look at the findings of the recent Legislative Conference of the



Fourth Senatorial District held March, 1967, to find an example of the kinds of "grass roots" inner city community concerns that are being articulated.

Well-known national magazines and periodicals such as the Saturday Review, The New Republic, Harpers, Esquire and a number of others in recent issues have had articles on the problems of education in urban schools. In the November 18, 1967, issue of the Saturday Review, Friedenber<sup>g</sup> has an article entitled, "Requiem for Urban Schools." The major thesis and concern seem to be that the urban school is not responsive to the expressive needs of the Negro student and tries to pour him into the mold which stifles his initiative and originality. Similar concerns are expressed by Herbert Kohl in his book, Death at an Early Age, and also by Mary Frances Green and Orletta Ryan in their book, The School Children.

It now seems worth while to turn to a discussion of the concrete objectives of the project proposed.

#### Project Objectives

The objectives for the second year of this project are listed below:

1. To continue to provide a community service to be offered through the Detroit Council Parent-Teachers Association to families in low economic areas in inner city neighborhoods which heretofore have not been attracted to PTA activities. The specific task of the project is two fold: (1) to continue to develop and strengthen the initial organizations in three demonstration inner city PTAs which had been selected jointly by the Detroit Council PTA and the School of Social Work, Wayne State University (2) to provide staff services to the projects run directly by the PTA Council.
2. To provide an educational experience for graduate students in Community Social Work, interns on a 3 day per week basis for 12 months, to practice under the supervision of a faculty member, the advocacy role, and bring the community services prescribed above to productive fruition. If the evaluation of the first year's experience shows the project to be effective a two-year continuation will be requested.
3. To determine to what extent an intensive organizational effort is needed to support, consolidate and strengthen the new PTA inner city groups. Specifically, the records of the students would be analyzed to highlight those episodes of success and failure, and to analyze the reasons for such out-comes.

At the beginning of the second Academic year, it would be possible to identify the key variables that have contributed to the success or failure of these organizational efforts. There would be data to apply existing knowledge in order to achieve effective action. The faculty supervisor, the student unit, the PTA Board would take this opportunity to determine what particular aspects of the organizational contacts;

the socio-economic background of the client population; the forms of organization and role taken by the student practitioner; the felt needs of the client population; the effect of the school administration in encouraging or discouraging action; various forms of alienation, hopelessness and isolation as found in the three separate neighborhoods in the inner city that realized or mitigated against the potential of the PTA in those areas.

4. At this point, there might be need to modify some of the PTA organizational structure so that the PTA as an organization can be more responsive to the needs of inner city parents. For example, it might be feasible to organize an advisory committee or task force concerned with the common problems existing in the inner city which might have less priority or relevance to out city PTAs. This might be the mechanism through which inner city schools can more clearly identify their particular problems, formulate plans for corporate action, and more effectively enlist the support and action potential of the total Detroit Council PTA in carrying out their objectives.

### Procedures

#### General Design

A series of steps constitutes the general design of the proposed project.

1. The faculty supervisor will meet with the Detroit PTA Council Board to determine from the findings of the first year's efforts whether it is feasible to remain with the initial three demonstration schools. If it is determined that these new inner city PTAs do not need further staff help or just minimal staff help, other demonstration areas will be selected. During the course of the project the faculty supervisor will serve as the liaison between the student and the University to the Council board.
2. The faculty supervisor will set up a program whereby contact is initiated and relationship established or strengthened in the three demonstration areas. In addition, tasks to service the PTA Council Board and office, including selected committees, will also be worked out in conjunction with that Board.
3. Three inner city PTAs will either receive continued service by the means of advocacy service from student practitioners or will receive initial organizational help.
4. If additional PTA groups are to be established, they will be brought into active contact with PTA program activities, in order to fashion a unique program emphasis for each of the new demonstration sites. Moreover, a new task force, advisory council or some type of substructures may be developed within the Council organization to provide whatever special emphasis, support, and attention is needed by the inner city PTAs.



5. It will be expected that an addition to any one demonstration site, each student will have continuing responsibility for staff service to one PTA Council project committee. That is, the particular program emphasis of the Council can be given staff assistance, with the student practitioner serving as staff assistant to the respective Council Committee bearing responsibility for that project. The Council Committees identified as being most productive for student effort to date are the Legislative Committee and the Area Advisory Special Committee.
6. By means of written records, weekly staff conferences, and weekly Unit meetings the faculty supervisor will monitor the progress of the demonstration groups and will also evaluate the fruitfulness of staff service to the Council Board and various Council committees.
7. If the project is continued, in the Spring of 1969, a plan will be made for the continuation of the new student practitioners beginning the following September. At this point the plans will be made for the phasing out of the three-year demonstration project if it has been funded for continuation. There would be particular focus on refined analysis of the yield of this demonstration to determine what might be a design for a national model for an action vehicle for inner city parents as they attempt to influence the educational policy of their schools.

For reasons of continuity then, student practitioners will be expected to be employed on a 12 month basis, spending the summer following the close of the school in carrying the responsibilities of the project. If the project is not to be continued, plans will be made to shutdown the project by the faculty supervisor by the end of August, 1969.

#### Population Sample

The three demonstration groups have been placed in the following types of areas: one intermediate school with a predominantly Negro population; a junior high school with a predominantly white population with the majority of that population being southern white; and the third school that of a combined elementary and secondary school with a extremely heterogeneous population. The latter school has a district that is divided into old settlers and new residents which cut across ethnic, racial and religious lines in each of the sectors. From these selected areas it is expected that cultural differences within the inner city can be tested in terms of assessing organizational potentials utilizing the activist PTA model.

The project tasks delegated by the PTA Council Board will be chosen in terms of year's program emphasis determined by that Board and in terms of the need for continued work on the projects undertaken by the students the previous year. In this case, the Board's judgement will be respected and choices will be made in accordance with the students' particular interest as well as the Board's needs.

The total student combined population of the three schools approximate twenty-five to twenty-six hundred pupils. In all of the schools, there are a number of very large families with several children of the same family scattered throughout the grades. It is hoped that the efforts of these new PTA organizations would have impact on the total school population, teaching personnel, administration, also on parents and community people. At this point, it is not possible to predict even gross numbers but such information would be available in either the winter and/or spring quarterly progress reports.

### Project Evaluation

In the early spring 1968, a data model will be developed on the basis of the analysis of participant observation experience of the 1st program year. At this point there should be enough experience with the project to be able to isolate the crucial socio cultural economic factors and the backgrounds of the families who have been involved in the PTAs or who have refused to be involved. From such a "factor analysis," existing or proposed surveys of the inner city could be probed in order to locate the population pool most likely to be susceptible to participation in inner city PTAs. At the end of the first year, we would be in a much better position to effectively conduct a detailed study which would reach beyond the exploratory stage.

As indicated before, all records which will be largely process recordings; all organizational analysis and community surveys will be reviewed and analyzed. We seek utilization of information collected during the project to be tapped for its action potential.

### Methods of Gaining Community Involvement

The community organizers will work with school administration, teaching personnel, parents, community leaders, and grass roots groups in the community. If the PTA model does not seem to be a good fit for the group once it becomes functional or it has problems in functioning effectively, staff services will be continued until a transfer to a different office can be affected. There will be widespread dissemination of information about the project and its objectives to all block clubs, civic clubs, service clubs, community Councils in the demonstration area. Through information and interpretation, their support will be listed.

### Personnel

The personnel connected with the project will be:

1. Franklin M. Zweig, Ph.D., Associate Professor and Chairman, Community Social Work Sequence, School of Social Work, Wayne State University. Dr. Zweig will serve as principle training director for the School of Social Work, as he does for all of the Grant-based training projects in community organization, social planning and community development.



2. Mrs. Elizabeth J. Phillips, ACSW, Assistant Professor in the Community Social Work Sequence, School of Social Work, Wayne State University. Mrs. Phillips will serve as the faculty supervisor of the students and will serve as the liaison between the Detroit PTA Council and the School of Social Work. Mrs. Phillips has had extensive experience in governmental and voluntary community organization and planning programs, notably in demonstration projects for the retarded supported by the National Institute of Mental Health. She has also served as the director of neighborhood services for the Providence, Rhode Island anti-poverty programs; she served a number of years as a field director with the American Red Cross, in her fifteen years in Chicago, she was an active member of the PTA and a Council Board member.
3. Three graduate students in the Community Social Work Sequence placed with the Detroit PTA Council by the sequence. Most of the students coming into the graduate program have had considerable relevant experience, a number having served volunteer terms in the Peace Corps, others having worked for various social, educational, and health agencies. Each student will be chosen both in terms of the school's training objectives for him and his ability to contribute to the project.
4. A Unit Secretary who will supply staff service to the training Unit and part-time secretarial service to the Detroit PTA Council.

#### Facilities and Other Information

There was no money available to support this project from sources other than Wayne State University and such funds as could be granted through Title I of the Higher Education Act of 1965. The project proposal was not submitted to any other agency or organization. Moreover, the community service program did not relate in anyway to sectarian instruction or religious worship.

The School of Social Work at Wayne State University, an autonomous professional school at the graduate level, has fully endorsed this proposal as well as the president's designee, Dr. Hamilton Stillwell, Dean of the Division of University Extension, the University's agent for all Title I programs.

The capacity of the School of Social Work through it's Community Social Work Sequence is reflected in terms of the growth of this department in the last two years. Beginning with 6 students and one full-time faculty member two years ago, the department has grown to 40 students and seven full-time faculty members at the opening of the 1966-67 academic year. The capacity and willingness of the institution to support the academic aspects of the program are further reflected in the establishment of a fully developed two-year didactic and practicum curriculum into which this project would fit as an integral instruction unit.

The Community Social Work program is an inter-disciplinary instruction curriculum. That is, as will be noted in the attached list of courses, all students are exposed to instruction in social work, urban planning, sociology, urban economics, urban politics, social psychology, and law. The objective here is to provide a fully-rounded practitioner capable of applying the best of what is known in social science to urban problems, and to create practitioners who can work with people as well as for people, in the creation of a viable, humane and equitable urban community. A list of current field placements, also attached, will demonstrate the capacity of this department to maximize success of the project. All students will be able to relate to other projects for information and ideas, thus concerting normally unavailable resources in the conduct of the job.



### Footnotes

1. Walter B. Miller, "The Implications of Lower Class Culture for Social Work," Social Work, March, 1959.
2. Albert K. Cohen, "Characteristics of Work Class Families," Social Problems, Spring, 1963. Elizabeth Herzog, "Some Assumptions About the Poor," Children, Spring, 1963.
3. Mayer H. Zald, "Organizations as Politics: An Analysis of Community Organization Agencies," Social Work, October, 1966.
4. Emile Durkheim, Suicide: A Study in Sociology, (Glencoe, Ill.: The Free Press), 1951. See esp., pp 246-257; Robert Merton, Social Theory and Social Structure, (Glencoe, Ill.: The Free Press), 1958 See esp., p. 25-133.
5. See "A Conceptual Back Drop for Community Social Work," (Detroit: Wayne State University School of Social Work), Mimeographed.
6. Harry Specht, "Community Development in Low-Income Areas," Social Work, October 1966.
7. Charles F. Grosser "Urban Development Programs Serving the Urban Poor," Social Work, July, 1965.
8. Findings and Recommendations of the Citizens Advisory Committee on Equal Educational Opportunities: Honorable Nathan J. Kaufman, Chairman, March, 1962. High School Study Reports: Northwestern, Southwestern, Central, Murray/Wright - 1967: reports can be obtained from the office of the School Study Committee, School Center Building.
9. Friedenberg, "Requiem for Urban School," Saturday Review, November 18, 1967. Herbert Kohl, Death at An Early Age. Mary Frances Green and Orletta Ryan, The School Children.

SCHOOL OF SOCIAL WORK  
WAYNE STATE UNIVERSITY DETROIT, MICHIGAN 48202

ABSTRACT OF CONTINUATION PROJECT PROPOSAL

Statement of Community Problem

In Detroit in the past 2 - 3 years, a great deal of public attention has been focused on the problems in education at inner city schools. The Northern High School boycott sharply dramatized the problems in providing relevant educational opportunities for inner city youth. Following the student boycott and walkout at Northern High School, study committees were organized throughout the city to look with rigor and objectivity at the educational enterprise in Detroit. Basically, inner city communities had begun to ask how responsive was the educational system to their particular needs. How did the children from inner city communities fare in life with the kind of education they were receiving? Dismayed parents could not understand why their children who were high school graduates repeatedly failed to pass civil service examinations. Young people seeking their first jobs were frustrated by the old story of no experience, no skills, and repeated turn downs by prospective employers. Why? Why did so many of these inner city youth lack marketable employment skills?

Then suddenly the July, 1967, riots occurred and left Detroit reeling!! Political, community leaders, along with business and religious leaders all united to identify and solve the problems of the central city. This concentrated study resulted in wider recognition of the vital role that education plays in promoting the life chances of each individual as he attempts to achieve the good life.

During the same period the National Congress of Parents and Teachers had been increasingly concerned about the need to involve parents from inner city communities in working together to promote educational values in their homes and communities and to work collaboratively with educators for quality education. Next the PTA Congress held a National Conference to discuss these problems, their concerns about them, and possible solutions. The Detroit Council then took the initiative (the national lead) by undertaking a community service project in cooperation with the School of Social Work, Wayne State University, to try to find effective ways to address these problems,

There is a new social awareness that recognizes how critical it is to renew, rebuild, strengthen the central city. With rigor many are mobilizing their energies, their efforts and their resources to address the multiplicity of inner city problems which have been so sharply underscored. What role is the inner city resident playing in this process? Is he involved in any meaningful way? Or are plans being made for him, not with him? It seems more imperative than ever that PTA continue its efforts to organize and develop Parent-Teacher Associations in inner city schools. The newly formed PTA provides a vehicle where parents can make their demands for quality education known and can provide an arena in which constructive confrontation and collaboration between the consumers of education and the producers of education may take place.



These objectives can not be achieved without consistent effort which the dedicated volunteers who are the core and heart of PTA programs can not be expected to give. The time and techniques necessary to organize alienated people and to sustain their emerging organizations should continue to be provided by the graduate intern unit from the Community Social Work Sequence, School of Social Work, Wayne State University. It is anticipated that the initial year's effort will result in PTA organizations that will need sustained continued help to function effectively.

The grant applied for would make it possible for this combined professional education and PTA community action and service program to be carried out. As proposed, it would provide student stipends for three graduate students and the services of a full-time secretary who would provide stenographic support for the action unit. The policy aspects of the project would be guided by the PTA Council Executive Board, while the supervisory input would be made by the faculty of the School of Social Work at Wayne State University. The School of Social Work's contribution would be two and one-half days per week release of faculty time to the PTA Council, and to the students in the supervision of their activities.

The project is jointly sponsored by the Detroit Council PTA and the School of Social Work at Wayne State University. The grant would enable a pilot effort at solving a major community problem--the organizational involvement of disenfranchised families in becoming familiar with, giving support to, making demands on the educational enterprise in order to achieve quality education in inner city schools.

This effort would be distinctive from all others in which public schools are used as the base for organizing families. It would establish indigenous PTA organizations utilizing the program emphases of PTA (as may be modified in order to enhance involvement), and thereby provide a base for school-related activities which are not attached to the official school bureaucracy, but which relate to the educational enterprise. We believe that the potential of this continued service and demonstration effort is great.

#### Project Objectives

The objectives for the second year of this project are listed below:

1. To continue to provide a community service to be offered through the Detroit Council Parent-Teachers Association to families in low economic areas in inner city neighborhoods which heretofore have not been attracted to PTA activities. The specific task of the project is two fold: (1) to continue to develop and strengthen the initial organizations in three demonstration inner city PTAs which had been selected jointly by the Detroit Council PTA and the School of Social Work, Wayne State University (2) to provide staff services to the projects run directly by the PTA Council.
2. To provide an educational experience for graduate students in Community Social Work, interns on a 3 day per week basis for 12 months, to practice under the supervision of a faculty member, the advocacy role, and bring the community services prescribed above to productive fruition. If the evaluation of the first year's experience shows the project to be effective a two-year continuation will be requested.



3. At the beginning of the second academic year, it would be possible to identify the key variables that have contributed to the success or failure of these organizational efforts. There would be data to apply existing knowledge in order to achieve effective action. The faculty supervisor, the student unit, the PTA Board would take this opportunity to determine what particular aspects of the organizational contacts; the socio-economic background of the client population; the forms of organization and role taken by the student practitioner; the felt needs of the client population; the effect of the school administration in encouraging or discouraging action; various forms of alienation, hopelessness and isolation as found in the three separate neighborhoods in the inner city that realized or mitigated against the potential of the PTA in those areas.
4. At this point, there might be need to modify some of the PTA organizational structure so that the PTA as an organization can be more responsive to the needs of inner city parents. For example, it might be feasible to organize an advisory committee or task force concerned with the common problems existing in the inner city which might have less priority or relevance to out city PTAs. This might be the mechanism through which inner city schools can more clearly identify their particular problems, formulate plans for corporate action, and more effectively enlist the support and action potential of the total Detroit Council PTA in carrying out their objectives.

### Procedures

#### General Design

A series of steps constitutes the general design of the proposed project.

1. The faculty supervisor will meet with the Detroit PTA Council Board to determine from the findings of the first year's efforts whether it is feasible to remain with the initial three demonstration schools. If it is determined that these new inner city PTAs do not need further staff help or just minimal staff help, other demonstration areas will be selected. During the course of the project the faculty supervisor will serve as the liaison between the student and the University to the Council board.
2. If additional PTA groups are to be established, they will be brought into active contact with PTA program activities, in order to fashion a unique program emphasis for each of the new demonstration sites. Moreover, a new task force, advisory council or some type of substructures may be developed within the Council organization to provide whatever special emphasis, support, and attention is needed by the inner city PTAs.
3. It will be expected that an addition to any one demonstration site, each student will have continuing responsibility for staff service to one PTA Council project committee.
4. By means of written records, weekly staff conferences, and weekly Unit meetings the faculty supervisor will monitor the progress of the demonstration groups and will also evaluate the fruitfulness of staff service to the Council Board and various Council committees.



5. If the project is continued, in the Spring of 1969, a plan will be made for the continuation of the new student practitioners beginning the following September. At this point the plans will be made for the phasing out of the three-year demonstration project if it has been funded for continuation. There would be particular focus on refined analysis of the yield of this demonstration to determine what might be a design for a national model for an action vehicle for inner city parents as they attempt to influence the educational policy of their schools.

If the project is not to be continued, plans will be made to shutdown the project by the faculty supervisor by the end of August, 1969.

#### Specific Calendar Events

The organizational efforts are too tentative to be able to describe a specific calendar of events.

#### Methods of Gaining Community Involvement

1. The community organizers will work with school administration, teaching personnel, parents, community leaders, and grass roots groups in the community.
2. There will be widespread dissemination of information about the project and its objectives to all block clubs, civic clubs, service clubs, community Councils in the demonstration area. Through information and interpretation, their support will be listed.
3. If the PTA model does not seem to be a good fit for the group once it becomes functional or it has problems in functioning effectively, staff services will be continued until a transfer to a different office can be affected.

#### Number of Participants Expected

It is difficult to estimate this. The project is located in 3 schools with a total student population of 2600 to 2800. If one includes teacher personnel, parents (many who have several children in the same school), perhaps one could project that 2000 persons over the year might have participated and/or have been influenced through a multiplier effect through new PTA organizational activities in these inner city schools.

Personnel

The personnel connected with the project will be:

1. Franklin M. Zweig, Ph.D., Associate Professor and Chairman, Community Social Work Sequence, School of Social Work, Wayne State University. Dr. Zweig will serve as principle training director for the School of Social Work, as he does for all of the Grant-based training projects in community organization, social planning and community development.
2. Mrs. Elizabeth J. Phillips, ACSW, Assistant Professor in the Community Social Work Sequence, School of Social Work, Wayne State University. Mrs. Phillips will serve as the faculty supervisor of the students and will serve as the liaison between the Detroit PTA Council and the School of Social Work. Mrs. Phillips has had extensive experience in governmental and voluntary community organization and planning programs, notably in demonstration projects for the retarded supported by the National Institute of Mental Health. She has also served as the director of neighborhood services for the Providence, Rhode Island anti-poverty programs; she served a number of years as a field director with the American Red Cross, in her fifteen years in Chicago, she was an active member of the PTA and a Council Board member.
3. Three graduate students in the Community Social Work Sequence placed with the Detroit PTA Council by the sequence. Most of the students coming into the graduate program have had considerable relevant experience, a number having served volunteer terms in the Peace Corps, others having worked for various social, educational, and health agencies. Each student will be chosen both in terms of the school's training objectives for him and his ability to contribute to the project.
4. A Unit Secretary who will supply staff service to the training Unit and part-time secretarial service to the Detroit PTA Council.



PROJECT BUDGET  
(75% - 25% Basis)

Project Director Franklin M. Zweig

Institution Wayne State University

Project Title Inner City Program Development and Educational Policy

Beginning Date September 1, 1968 Completion Date August 31, 1969

Source of Local Matching Contribution: Institution 84 % If more than one, show  
Fees ---- % contribution of each.  
Other (specify) 16 % Explain  
(See B and C below)

Estimated number of participants 2,000

BUDGET ITEMS	FEDERAL SHARE	LOCAL MATCH	TOTALS
<u>Personnel</u>			
(1) Director (1/10 time @ \$19,800)	990	990 A	1980
(1) Faculty Supervisor (3/5 time @ \$16,500)	4950	4950 A	9900
(1) Project Secretary	5500		5500
<u>Fringe Benefits</u>			
FICA	383	113 A	
Retirement	1144	594 A	
Medical Insurance	146	38 A	
Group Life Insurance	143	75 A	2636
<u>Stipend for Student Trainees</u>			
(3) 3/5 time Community Organization Student Practitioners @ \$3,480* for the school year, plus \$500 per month for full time summer employment	13,440		13,440
<u>Supplies</u>			
Clerical Materials		500 B	
Telephone Charges		150 B	
Postage		200 B	850
<u>Program Materials</u>			
Printing, leaflets, funds for meetings, special programs	500		500
<u>Travel</u>			
Travel for Faculty Supervisor and Student Personnel	800		800
Rental of Local PTA Council Office		900 C	900
Overhead	5309	2592 A	7901
TOTAL	33,305	11,102	44,407

A - WSU Contribution

B - Detroit Council PTA Contribution

C - \$75 per month rental of PTA Council Office, at 2033 Park Avenue, Detroit

\*Includes resident tuition of \$480

# INSTITUTION CERTIFICATION

I hereby certify that Wayne State University submits  
(Name of Institution)  
the attached proposal under provisions of Title I of the Higher Education Act  
of 1965, and acknowledges that:

The proposed project to involve inner city families in educational policy and program development using the Parent-Teacher's Association as vehicle has not been undertaken before in Detroit or elsewhere. No other community organization or agency is utilizing such an approach.

If this project is approved, funds will not be used to supplant funds of the institution but will supplement, and to the extent practicable, increase the amount of such funds that would otherwise be made available for community service programs.

If the project is approved, our institution will assure that according to its own auditing procedure the accounting for Title I funds shall be isolated and audited and a copy of the auditing statement forwarded to the state agency.

It is understood that our institution must maintain its 1964-65 "Maintenance of Effort" as reported to the State Board of Education.

It is understood that our institution may be asked to provide further evidence of its competency to conduct a particular community service project.

December 18, 1967  
(Date)

Signed

Clifford M. Van Buskirk  
Dr. Clifford M. Van Buskirk  
Grant and Contract Officer



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